

Improving Student's Speaking Performance and Self-Confidence Using Mind Mapping Model in Foreign Language Learning

by Muhammad Anwar, Hasmawati Muhammad Anwar, Hasmawati

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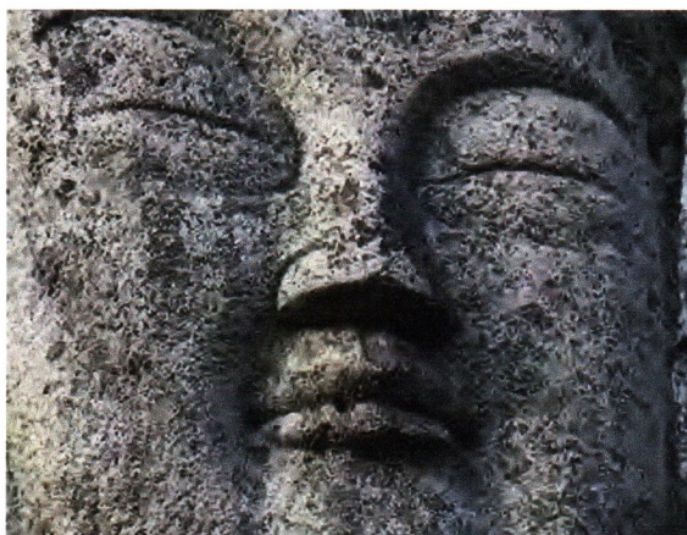
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Improving Student's Speaking Performance and Self-Confidence Using Mind Mapping Model in Foreign Language Learning

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Abstract

This study aimed to investigate the influence of mind mapping model on foreign language learning in improving student's speaking performance and self-confidence. This study used an experiment approach which consisted of an experiment group without involving control group. Mind Mapping model was implemented in English and German learning. Data of this study consisted of student's speaking performance and self-confidence in English and German subjects. Student's speaking performance was measured using speaking test, and

student's self-confidence was measured using scale developed by Rosenberg. Participants of this study were students in department of german education and english literature. Mind Mapping Model was implemented during 6 meetings, and duration of each meeting was 2 hours. Data analysis technique consisted of descriptive statistics and inferential statistics. The result shows that ²⁶ the use of mind mapping model in German and English subject can increase student's speaking performance and self-confidence significantly. The finding was concluded based on the sig value of the both variables (0.00) which is lower than 0.05.

Keywords: *Mind Mapping Model, Speaking Performance, Self-Confidence, Foreign Language Learning.*

Introduction

Foreign language learning has been a pivotal topic to conduct, as the benefits in learning foreign language, not only felt by adults but also felt by children (Mantasiah et al., 2019). Foreign language learning process generally emphasizes two principal aspects: cognitive aspect and non-cognitive aspect of the students. Non-cognitive aspect encompasses more various components than cognitive aspect. In this regard, cognitive aspect is closely associated with students' learning results, while non-cognitive aspect deals with students' soft skills, such as learning motivation, self-efficacy, self-integrated learning, learning optimism and self-confidence. Non-cognitive skills shall not be ignored as they greatly contribute to the improvement of students' cognitive skills (Mantasiah et al., 2018; Khine & Areepattamannil, 2016; Ruffing, et al., 2015; Garcia, 2016; Mantasiah & Yusri, 2018; Yusri et al., 2017). ²¹ One of the important soft skills students shall acquire in learning foreign languages is self-confidence.

Studies on self-confidence especially necessary in learning foreign languages have been conducted by numerous researchers (Bahari, 2018; Rodríguez-González & Castañeda, 2018; Amiryousefi, 2018; Liu, 2018; Su, et al., 2018). The studies have found that self-confidence is one of the primary variables that influence the learners' ability to speak a foreign language. They also have revealed that a number of factors affect the learners' self-confidence, but it cannot be denied that experience is one of the most significant factors in determining the learners' self-confidence level. A person experienced in speaking in front of public is more likely to ⁷ have a high level of self-confidence. On the other hand, a person who lacks experience in public speaking may result in having poor self-confidence (Liu, 2018; Dewaele, et al., 2018; Vansteenkiste, et al., 2018).

Another contributing factor to students' poor self-confidence in learning a foreign language is that students often lack ideas. The results of interview with students reveal that if they understood the topics of the conversations, they had more confidence. However, they lost confidence if they had to talk about unfamiliar topics. This is ¹⁷ in line with the results of the studies by Abrar, et al., (2018), Belhabib (2018), and Hanifa (2018) that lack of idea will affect the students' self-confidence. Thus, one of the strategies to increase confidence of the students is to teach them how to conceptualize ideas they will communicate in the learning process, especially in the speaking class.

One of the learning models that require students to conceptualize ideas is called mind-mapping. This model makes students learn how to map their mind on the materials they are learning so that they will be able to memorize and understand things. The mind-mapping learning model has been proven to develop students' creativity, activeness, memorization, knowledge, and independence in order to achieve learning goals (Buran & Filyukov, 2015; Burns, et al., 2015; Yunus & Chien, 2016). This learning model is not something new since many studies focused on mind-mapping model have been conducted (Wangmo & Chalermnirundorn, 2018; Marashi & Kangani, 2018; Zhang, 2018; Bhatti, et al., 2018; Rivera Barreto, 2018). The researchers, however, mostly focused on the model implemented in a writing course. The implementation of the mind-mapping model in speaking has not been much studied by researchers.

¹⁶ This study aims to investigate how the implementation of the mind-mapping model in speaking class affects students' self-confidence and what are the students' learning results in the speaking class. The increase of students' self-confidence is predicted to positively influence students' learning results. Therefore, the main indicator used in the study is not the students' learning results, but their self-confidence. This study tried to compare 2 different foreign language learning contexts, English learning and German learning. In fact, not all learning model can be applied in all foreign language learning process. It depends on the foreign language studied by students. Therefore, learning model should be adjusted with the kind of foreign language studied. Finding of this study will show whether the mind mapping model is effective to be applied to the learning of the two foreign languages, or can only be applied in one of the foreign language learning.

Research Method

This study used an experiment approach by involving 2 experiment groups. Group 1 consists of 30 students majoring german education in public university, and gorup 2 consist of

20 students majoring english literature in privat university. There are 2 different experiment gorups, as one of the purposes of this study was to know whether the mind mapping model is effective to be applied to the learning of the two foreign languages, or can only be applied in one of the foreign language learning. Control group was not involved, as to know the effectivity of this learning model, comparing the pre-test and post-test data of the experiment group was considered enough. There are many previous studies which used the similiar research design (Mantasiah et al., 2020; Mantasiah et al., 2018; Yusri et al., 2017).

Data were collected through a scale, a speaking test, and an interview. The scale developed by Rosenberg was used to measure the students' self-confidence (Robins et al., 2001). The scale of self-esteem consisted of 10 question items. On the other hand, the students' speaking performance was measured with the IELTS scoring rubric, especially for speaking, with the score interval between 1 and 9. There were 4 components used in the speaking assessment: (1) fluency and coherence, (2) lexical resource, (3) grammatical range and accuracy, and (4) pronunciation.

Mind mapping model was implemented during 6 meetings in speaking class. In every meeting, student's participation in the learning process were observed. To gather students' responses during the learning process, an interview in regard to the implementation of mind-mapping model in learning was conducted. Data analysis was performed using descriptive and inferential statistics. Descriptive statistics aimed to describe the average of students' speaking performance and self-confidence based on the categorization by Azwar (2010) as shown in the following table.

Table 1

Categorization of Students' Self-Confidence

| Interval | Categorization |
|--|----------------|
| $X \leq M - 1,5 \sigma$ | Very Low |
| $M - 1,5 \sigma < X \leq M - 0,5 \sigma$ | Low |
| $M - 0,5 \sigma < X \leq M + 0,5 \sigma$ | Moderate |
| $M + 0,5 \sigma < X \leq M + 1,5 \sigma$ | High |
| $X > M + 1,5 \sigma$ | Very High |
| M : Hypothetical Average Score | |
| σ : Hypothetical Standard Deviation | |

Additionally, inferential statistics was used to analyze paired sample t-test that aimed to find out the influence of the implementation of mind-mapping on the students' speaking performance and self-confidence.

Results and Discussion

Results of Measurement of the Self-Confidence Variable

Table 2 presents data of students' self-confidence before and after mind-mapping model was implemented in the learning process, especially in the speaking class. More details can be seen in the table provided below.

Table 2.

Description of Students' Self-Confidence in Group 1 (German Learning)

| Interval | Level | Pretest | | Posttest | |
|----------------------|-----------|-----------|----------------|-----------|----------------|
| | | Frequency | Percentage (%) | Frequency | Percentage (%) |
| $X \leq 17,5$ | Very Low | 3 | 10 | 0 | 0 |
| $17,5 < X \leq 22,5$ | Low | 15 | 50 | 3 | 10 |
| $22,5 < X \leq 27,5$ | Moderate | 9 | 30 | 10 | 33,33 |
| $27,5 < X \leq 32,5$ | High | 3 | 10 | 12 | 40 |
| $X > 32,5$ | Very High | 0 | 0 | 5 | 16,67 |
| | Total | 30 | 100 | 30 | 100 |

Table 3.

Description of Students' Self-Confidence in Group 2 (English Learning)

| Interval | Level | Pretest | | Posttest | |
|----------------------|-----------|-----------|----------------|-----------|----------------|
| | | Frequency | Percentage (%) | Frequency | Percentage (%) |
| $X \leq 17,5$ | Very Low | 5 | 25 | 0 | 0 |
| $17,5 < X \leq 22,5$ | Low | 7 | 35 | 2 | 10 |
| $22,5 < X \leq 27,5$ | Moderate | 5 | 25 | 10 | 50 |
| $27,5 < X \leq 32,5$ | High | 3 | 15 | 5 | 25 |
| $X > 32,5$ | Very High | 0 | 0 | 3 | 15 |
| | Total | 20 | 100 | 20 | 100 |

In general it can be seen that there was an increase of self-confidence of the students after mind-mapping model was implemented not only in german learning (group 1), but also in english leaning (group 2). Mean of the self-confidence variable in gorup 1 before the intervention was given was 21.77 and after the intervention was given, students' self-confidence increased to 27.97. Thus, it can be concluded that there was an increase 6.2 on the variable of students' self-confidence. Moreover, in group 2 there was an increase 5.8 on the

variable of students' self-confidence by comparing the result of pre-test and post-test. To find out whether the increase was significant, table 4 and table 5 is provided.

Tabel 4.

Results of Analysis on Paired Sample T-Test (Group 1)

| | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|--------------------|--------------------|---------|-------|-----------------|-------|--------|----|--------------------|
| | Mean | Std. | Std. | 95% Confidence | | | | |
| | | Deviati | Error | Interval of the | | | | |
| | | on | Mean | Difference | | | | |
| | | | | Lower | Upper | | | |
| Posttest - Pretest | 6.200 | .925 | .169 | 5.85 | 6.545 | 36.722 | 29 | .000 |

Tabel 5.

Results of Analysis on Paired Sample T-Test (Group 2)

| | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|-----------------------|--------------------|---------|-------|-----------------|-------|-------|----|--------------------|
| | Mean | Std. | Std. | 95% Confidence | | | | |
| | | Deviati | Error | Interval of the | | | | |
| | | on | Mean | Lower | Upper | | | |
| Posttest - Pretest | 5.800 | .721 | .152 | 5.42 | 6.42 | 32.13 | 19 | .000 |

Data analysis using inferential analysis method, especially paired sample t-test. Table 4 and table 5 show that the significance value was $0.00 < 0.05$ (significance value standard used). Based on the significance value a, it is suggested that there was a significant increase in students' self-confidence after the mind-mapping model was applied in German and English class.

Results of Measurement of the Speaking Performance Variable

Table 6 and table 7 presents data on the students' speaking performance before and after mind-mapping model was implemented in the German and English learning process, especially in the speaking class. More information can be seen in the following table.

Table 6.

Description of Students' Speaking performance in German class

| Score | Pretest | | Posttest | |
|-------|-----------|----------------|-----------|----------------|
| | Frequency | Percentage (%) | Frequency | Percentage (%) |
| 5 | 8 | 26.67 | 1 | 3.33 |
| 5.5 | 9 | 30 | 7 | 23.33 |
| 6 | 12 | 40 | 8 | 26.67 |
| 6.5 | 1 | 3.33 | 8 | 26.67 |
| 7 | 0 | 0 | 6 | 20 |
| Total | 30 | 100 | 30 | 100 |

Table 7.

Description of Students' Speaking performance in English class

| Score | Pretest | | Posttest | |
|-------|-----------|----------------|-----------|----------------|
| | Frequency | Percentage (%) | Frequency | Percentage (%) |
| 5 | 5 | 25 | 1 | 5 |
| 5.5 | 4 | 20 | 3 | 15 |
| 6 | 9 | 45 | 11 | 55 |
| 6.5 | 2 | 10 | 4 | 20 |
| 7 | 0 | 0 | 1 | 5 |
| Total | 20 | 100 | 20 | 100 |

As explained in the method section, the scale employed to measure students' speaking performance was based on the IELTS scoring rubric used to assess the speaking performance. The pretest and the posttest data illustrated in the table suggest that there was an increase in students' speaking performance. In German class before the intervention, most of the students (40%) obtained a score of 6 and only 1 student gained a score of 6.5. After intervention, the posttest data reveal that 26.67% of the students gained 6.5, while 20% obtained 7. These results signify that the intervention given to students were able to improve their speaking performance in German class. It was similar with the result of student's speaking performance in English class. Pre-test result of English class shows that most of students (45%) obtained a score of 6 and only 10% students gained a score of 6.5. After learning process using mind mapping model, number of students gained 6.0 increased being 20% students, and there is 5% student who gained a score of 7. Furthermore, the information on whether or not the increase was significant can be seen in table 8 and table 9:

Tabel 8.

Results of Analysis of Paired Sample T- Test in German Class

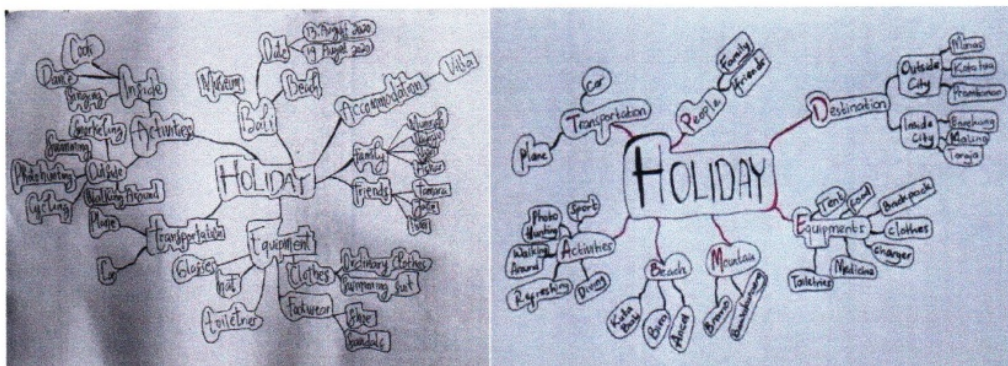
| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|-----------------------|--------------------|-------------------|-----------------------|---|-------|--------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| | | | | | | | | |
| Posttest - Pretest | .5833 | .2306 | .0421 | .4972 | .6694 | 13.857 | 29 | .000 |

Tabel 9.

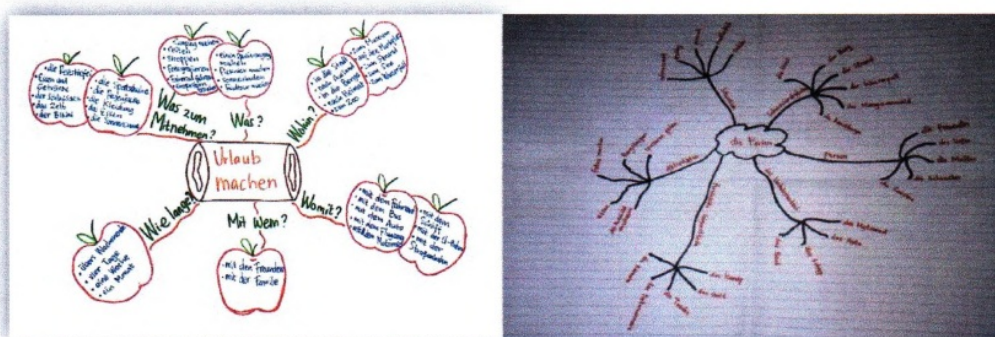
Results of Analysis of Paired Sample T- Test in English Class

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|-----------------------|--------------------|-------------------|-----------------------|---|-------|--------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| | | | | | | | | |
| Posttest - Pretest | .4772 | .2415 | .0416 | .4823 | .6114 | 11.512 | 19 | .000 |

The results of analysis of ²⁵paired sample t-test on the speaking performance variable signify that the implementation of mind-mapping model is able to improve students' speaking performance. Given the significant value of $0.00 < 0.05$ (significance value standard used), the increase of students' speaking performance after the intervention seemed to be significant. The previous data explained that the application of mind-mapping model in the foreign language learning affects students' self-confidence significantly. The increase of self-confidence positively affect ²³the students' speaking performance. Thus, it can be concluded that self-confidence has an influence on students' speaking performance. This is in parallel with the findings of the studies conducted by Shi, et al. (2015), Hutchinson (2019), Mede & Karairmak (2017), and Koch & Schmitt (2017). The results of interview with students reveal that mind-mapping helps students organize their ideas from general to specific. As a result, they can easily memorize and understand messages communicated. The following pictures are some examples of mind mapping created by students:



Picture 1. Student's Mapping Picture in English Class



Picture 2. Student's Mapping Picture in German Class

The findings show that there are several factors that influence student's self-confidence when speaking. One of them is good preparation. Students who have prepared themselves well will be more confident compared to students who do not have good preparation. They are more confident because they believe that they have clear knowledge and concept of ideas that will be explained in front of other students or in front of lecturers. Thus it can be concluded that good preparation will have a positive impact on student knowledge, and knowledge variables affect student confidence. This is in line with what was stated by Riasati (2012) & Gurler (2015).

Besides knowledge, another variable that affects student confidence is courage. ³ Students who have high courage are more likely to express their ideas easily, so they are more confident. The fact shows that the courage variable also tends to be influenced by the knowledge variable. Students who have good understanding or knowledge tend to be more daring to speak compared to students who lack understanding. Therefore, it can be concluded that the main variable that can affect self confidence is the aspect of knowledge or

understanding of what is to be conveyed. The relationship and influence between these variables is indeed not explained in the form of statistical data, because the findings are obtained based on interviews and observations during learning. So the data collected related to these variables is in the form of qualitative data.

However, based on observations during the course of the study, many students had extensive knowledge of the topic to be presented, but they still could not convey their ideas properly when speaking. One factor is that they have difficulty mapping the ideas they want to convey. This causes the ideas conveyed to be not systematic so it is difficult to understand. This is the background why the use of mind mapping models is needed. ³ The main focus of the mind mapping model is to help students to be able to communicate their ideas systematically and effectively. Observation results show that when students are accustomed to using mind mapping models, they will learn how to choose and map topics that they want to explain when speaking

Conclusion

One of the common problems students face in the speaking class is the lack of confidence to speak. This condition can negatively affect students' learning results in the speaking class. Therefore, in order to improve students' speaking performance, ¹⁴ self-confidence of the students should be increased. The results of the study suggest that implementing mind-mapping model ¹⁹ in speaking class can help students to boost their self-confidence in expressing their opinions. Consequently, students can obtain better learning results, especially in the speaking performance. ⁸ Based on the results of the study, the improvement of students' speaking performance was significant which can be seen from the learning results before and after the mind-mapping model was implemented. Therefore, it can be summarized that mind-mapping model has proven effective to be implemented ³ in foreign language learning, especially in speaking class.

Pedagogical Implication

Finding of this study can increase the quality of foreign language learning and it is expected to be able to be applied not only in Indonesia, but also in other countries in the process of foreign language learning. Lack of self-confidence has become a common problem that occurs in learning every foreign language, especially in the speaking class. To vary learning models, the mind-mapping model can be integrated with other learning models so that students can avoid monotonous situation when learning with mind-mapping model for several meetings.

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